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ABSTRACT

A practicum addressed the problem of a lack of career education in a psychoeducational school, a lack that resulted in reduced student motivation, performance, and planning for the future. Following a literature review, suggestions were made for adjustments of instructional materials for emotionally handicapped students. A career education program was begun for the 12 middle school students to demonstrate that education is directly correlated with their future plans in the work world. The program included field trips, speakers, and materials related to career awareness. The materials included films, filmstrips, books, articles, workbooks, cassettes, and pamphlets. The results of the practicum were positive. This conclusion was based not only on results of objective instruments but also on the subjective opinions of those involved. The students became aware that learning is not only important but is crucial to meeting career goals. At the same time, they found that learning can be an enjoyable experience. (The report describes the career plan used and suggests ways it can be implemented by other programs. A checklist and questionnaires used in the project and a four page listing of printed and audiovisuals materials are appended.) (KC)

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DESIGNING AND IMPLEMENTING CAREER EDUCATION FOR THE EMOTIONALLY HANDICAPPED MIDDLE SCHOOL CHILD

BY

MARC P. EMBLER

CLUSTER 20

A Practicum II Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

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8-8-88
Date of Final Approval of Report

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ABSTRACT

Designing and Implementing Career Education for the Emotionally Handicapped Middle School Child

Embler, Marc P., 1988: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood

Descriptors: Middle School, Junior High, Career Awareness, Career Exploration, Career Choice, Emotional Disturbance, Behavior Problems, Occupational Interests, Career Guidance

This practicum addressed the problem of a lack of career education in a psycho-educational school. This lack of career education resulted in reduced student motivation, performance, and more specifically a lack of a plan for the future. The literature review proved helpful but suggestions needed to be adjusted to fulfill the objective for this practicum.

The writer's main goal was to begin a career education program at the school. In doing so, the students would understand that education is directly correlated with their future plans in the work world. In addressing this goal the writer implemented a program that included field trips, speakers and materials related to career awareness. The materials included films, filmstrips, books, articles, workbooks, cassettes, and pamphlets.

The results of the practicum were positive. This was based not only from results of objective instruments but from the subjective opinions from all those involved. The students involved became aware that learning is not only important but is crucial to meet career goals. At the same time they found that learning can be an enjoyable experience.

The career plan described in this report is basically simple and should be easy to implement by other educational programs. Not only is it rewarding for the student involved but for the staff as well.

Chapter I

Introduction

The Work Setting and Community

The setting for this practicum was a psycho-educational program for children ages six through fourteen who are certified by the local school district as emotionally handicapped. Its goal is to return students to the regular school setting as soon as possible.

The school is located in a Southeastern coastal city with a population of approximately 290,000. The area has a wide range of socio-economic backgrounds but is predominantly a middle class society. The military serves as a major influence as there is an Air Force and a Naval Base locally.

Residents as well as visitors enjoy the historical nature of the city. A major landmark of the Civil War, this city has become an attraction for tourists around the world. The resurgence of cultural events has greatly increased the number of visitors to the area. Add to this a warm climate and beaches, and it helps explain the fondness one holds for the city.

The city is more progressive than other cities in the state. There are numerous resources and opportunities available in the city. One resource utilized by those throughout the state is a large teaching hospital. That hospital is capable of treating most all illnesses and

extensive research is done there. As a result not only is it used by residents of this state but people in need of specialized care throughout the world.

The city has some exciting plans for next year. Construction is to begin soon on a ten million dollar, ten thousand seat coliseum. The mayor of the city is very progressive and has tremendous plans for future development.

The psycho-educational school is relatively small in terms of number of students. At the time of this writing there was twelve middle school students with a capacity of fifteen. The school is jointly funded by the local public school district and a social service agency. In recent years funding has presented some major obstacles even to the point of considering having to close the school. Fortunately those involved recognized the basic necessity and funding came through.

The school's doors first opened during the school year 1963-64. Teachers and administrators recognized that some of the emotionally handicapped students were not progressing academically. Despite being in the smaller E.H. classrooms they continued disrupting the classes and displaying severe emotional problems. Often these children were given up on after numerous efforts and alternatives were tried.

It was soon recognized that these children needed more than the traditional E.H. classroom. After extensive deliberation it was decided a psycho-educational program was the only chance some of these children had if they were to

succeed both socially and academically. At that time the school was designed and developed.

The school is set up much like other psycho-educational programs. The general concept is that if a child is to progress academically, his emotions need to be as stable as possible. In an effort to achieve the concept, careful planning went into how the school was to be staffed. Currently it is staffed by three middle school emotionally handicapped teachers, five classroom aids, and three counselors with Masters degrees who provide group and in-home family therapy. In addition there is an educational coordinator who oversees and administers the overall curriculum in the school. A recreational/activity therapist provides opportunities for physical and leisure pursuits.

The local mental health center also works closely with the school to provide needed therapies. In addition the center's child psychiatrist provides medicine check ups and prescribes medicine as necessary.

Writer's Work Setting, Roles, and Responsibilities

The writer of this practicum has the position of Service Coordinator for a state agency responsible for case management of severely emotionally disturbed children. Many of the agency's clients are students at the school that is the subject of this practicum, therefore, the agency and the school frequently work simultaneously.

The state agency was formed in 1984 as a result of a vote by the state legislature. Historically, emotionally

disturbed children in the state suffered due to a lack of resources and funding. Despite numerous and various efforts, the most severely disturbed consequently "fell through the cracks." Apparently what was happening is that the various agencies involved with a child were not working together to provide needed services for a child. In other cases, needed services simply were not available.

The state agency works with all others involved with a particular child to develop a Total Service Plan. It is the Service Coordinator's duty to coordinate periodic meetings to discuss the child's needs. Those persons meeting together make up the treatment team. The team meets to decide what the child needs, then to design a plan to effectively meet those needs. If identified services are not readily available the team works to create the environment or services needed.

The Service Coordinator monitors a child's progress weekly. That is done by face to face interviews with the child, and weekly contacts with all service providers and parents. This close monitoring of each case helps to reduce the chance of a child entering a crisis period and hopefully keeps him or her in the least restrictive environment.

The state agency is divided into four regions, the Northwestern, the Central, the PeeDee, and the Lowcountry. This writer works for the Lowcountry Region. At the time of this writing the entire state is not covered by the agency. It is the goal that by 1990 all emotionally disturbed

children in need of the agency's services will have access to them. Growth has been limited due to a lack of funding, which is directly controlled by the legislature. Intense lobbying is going on to document the need for more money needed to provide appropriate services.

Area agencies and service providers agree the team approach is most effective in serving the special needs of the E.H. child. The school and the state agency has been a good example of how agencies can work together for the betterment of the student. It is believed that this team approach not only helps each child successfully meet the challenges presented in his own life, but the entire community benefits as well.

Chapter II

Study of the Problem

Problem Description

Employed as a Service Coordinator for a state agency, this writer works closely with those responsible for providing education for emotionally handicapped children. This becomes a difficult task when students are not motivated to achieve in school. The writer was reminded of that fact during conversations with students at the school where this practicum took place.

"I hate school. It's not going to do me any good, anyway. I'm going to work on cars or something and what I learn here won't help me."

"As soon as I turn seventeen I'm quitting school. I'm going to get out on my own. I'm tired of people telling me what to do all the time and giving me homework and stuff."

"I wouldn't even come to school but I don't want my parents to get into trouble. They've already been in trouble once and next time they said they'd have to go to jail. When I get old enough they said I could do what I wanted to do."

"This place doesn't teach me nothing. I'm totally sick of school. I can't wait to get out and make some money."

Statements such as these were frequently heard by teachers, parents, and others working with these children. It is a difficult task to plan services and an educational curriculum for a student when he is not interested in what

is being offered. Despite encouragement and support, the fact remains the student lacks motivation and does not comprehend the relevancy of the educational plan.

It had become extremely frustrating at the school to write extensive, seemingly well planned Individualized Educational Plans (I.E.P.s), only to have a student resist the contents. Not only did this decrease the likelihood of that plan's success, maybe more importantly it set up a battle between the student and the school.

During conversations with students at the school, this writer realized that they were interested in working but did not understand the relevancy of more traditional school courses. Upon further investigation, the writer discovered that there was not a planned career education program at the school. School personnel did acknowledge occasional discussions about careers, but it was not a built in part of the curriculum. Teachers, often pressed for time to meet specific objectives, found it difficult to make plans for career education.

Briefly stated, there was a lack of career education at the school, consequently many students showed a lack of interest not only in school, but in the occupational world as a whole.

Problem Documentation

With the belief that a lack of motivation in school was a direct correlation of an absence of formal career education, this writer set out to discover the extent of the

problem. Before implementation began each middle school student was talked to and asked some specific questions:

1. When you become an adult, do you think you will want to work inside, such as working at a desk job or work outside doing manual labor?

Five out of ten students interviewed said they preferred inside work. A popular reason given for working indoors was weather conditions and a belief that more money could be earned working at indoor jobs. Those that preferred outdoor jobs mainly enjoyed a feeling of not being closed up and commonly compared being inside the school setting. Four students said their preference was to work outside. One boy said he would like a job where he had a choice of working both inside and outside. He thought that situation would prevent boredom.

2. Would you prefer an occupation that has consistent work hours (i.e., 8:00 a.m. - 5:00 p.m.), or would you rather work various shifts (i.e., 8:00 a.m. - 4:00 p.m. one month, then 4:00 p.m. - 12:00 midnight the following month)?

Six students said they would prefer working a job within regular 8:00 a.m. - 5:00 p.m. hours. Reasons given were mostly being able to be at home with your family and having a more stable lifestyle. One student stated, "The best T.V. shows are on at night." Flexible working hours and shifts were preferred by three students who wished to prevent boredom.

3. Do you think you will like working with others

helping you complete a task, or do you prefer working alone?

Seven students preferred working with others while three thought they would rather work alone.

4. Name at least three careers or jobs you think you might be interested in when you become an adult.

This drew an interesting response in that only two students were able to name three jobs they were interested in. Three boys did not have any idea what they wanted to do. Those who did answer were not clear as to job roles, or education needed to fulfill job requirements.

5. In your opinion, do you feel your education experiences (school courses) are preparing you to do the career of your choice?

None of the students felt their years of schooling had prepared them for the work world. They complained of boredom and made numerous statements referring to school being irrelevant to finding and succeeding at a job. Several students made reference to their plans to quit school at age seventeen and being able to work.

6. Would you be interested in a program at school that offers knowledge about various careers?

The students unanimously said they would like to be part of a career education program.

It was obvious after talking with the students that not only did they lack understanding of how school and work complement one another, they simply had very little knowledge about careers in general. By the time students

are in middle school one would hope they knew more about the work world than smaller children who can only answer the question "What do you want to be when you grow up?"

After talking with the students the writer thought it would not only be interesting but necessary to talk with the teachers to document the problem. During the conversations specific questions were also asked of them.

1. In your classroom do you offer any type of career education?

Out of the three teachers interviewed, each one stated they did not incorporate a career education program. They did at times discuss various careers when they came up but it was not a planned part of the curriculum.

2. Do you think a career education program would benefit the students?

Every teacher agreed that a career education program would help the children relate the classroom work to how it may help them when they become adults. Some of the students occasionally talk about what they "want to be" when they grow up but often do not understand what they need to do to prepare for the job. For example, one child has told his teacher he wanted to become a doctor, and proceeded to tell her he plans to quit school at age seventeen.

3. Do you feel a career education program could be incorporated into your curriculum?

The teachers initially felt it may be difficult to plan a career program and meet the child's I.E.P. at the same

time. However, when they were told about the proposed plan for field trips and materials to be offered, all three teachers became very receptive. The teachers felt that the plan could possibly help students understand that school is important and needed in order to achieve occupational goals.

4. Do you think emotionally handicapped students lack motivation to achieve academically and attend school more regularly? Could this be improved by offering a career education program?

All three teachers felt E.H. students often lack motivation because of what others expect of them. Through the proposed plan teachers were hopeful the students would increase interest in school and understand the relativity. One teacher stated that many E.H. students view school as a drudgery and in turn have poor attendance records. It was suggested that a career program may make school more interesting, thus increasing school attendance.

5. In general, what suggestions do you have in developing a career education program?

The teachers were most concerned that they would be responsible for developing the plan. They felt if the materials were supplied and field trips planned, it would be a tremendous tool for motivating students. One suggestion was that the plan not be used as a behavior management option, but utilized so all students could participate.

Given the tremendous skill and vast experience of the teachers at the school, comments during the interviews were

given a high regard. All teachers were in agreement that the lack of a career education plan added to a student's lack of motivation.

Analysis of the Problem

In analyzing the causes of the problem, it was necessary to take a closer look at the actual operation of the school. As a result of Federal Law P.L. 94-124, which protects the educational rights of all handicapped students, each emotionally handicapped student is required to have an updated I.E.P. each year. To fulfill the requirements, educators have not been concerned with career education planning, feeling it is "something extra" and not applicable to the E.H. student.

Related to this is the state's Education Improvement Act of 1983. Along with additional funding the State Board of Education devised standards of achievement each teacher must abide by and standards for each student to achieve. In many regards the Act was seen as positive; however, to meet the standards most teachers find it difficult to plan and add new material to their curriculum. Unfortunately, career education has been one area to be relatively ignored.

In this state, those who express an interest in career education traditionally have been referred to take a course in Vocation Rehabilitation, or "shop." Historically it has also been looked on as an area or curriculum for students who do not achieve in school or the "problem" students. As a result, career education is just beginning to be introduced into the regular classroom. Many educators in

the state feel the "modern" form of career education is not appropriate to use with the E.H. student, therefore, that population has been ignored. However, many are suggesting that career education should be in special education classrooms to motivate students to perform better and recognize various opportunities in the work world.

It is not secret but most E.H. children have severe behavior problems. Resultantly they require special attention and various forms of behavior modification programs. In the struggle to control behavior long enough to teach the student the academic work, some means of motivation have gone unexplored. Career education seems to be one of those. Put simply, career education has not been viewed as useful in relation to educational requirements for the E.H. student. Consequently, students have lacked motivation and make limited academic progress.

Taking a close look at the students themselves can also be helpful in analyzing the problem. By the time most E.H. students are identified and referred to special education, they have traveled a very rocky road. Usually as a last resort the child is tested by the school psychologist and determined to be emotionally handicapped.

In talking to E.H. students, one common factor usually exposes itself: they feel isolated, alone, and rejected. Many recall feeling their teachers simply wanted to get rid of them. This is not to place blame on the teachers as they do have a job to do and when distracted it makes it very difficult. The point here is that E.H. students become

increasingly frustrated with the educational process. By the time they reach the middle school years it is not uncommon for a student to begin looking for a way out. Without appropriate interventions the frustrations continue and resistance toward education increases.

As documented earlier, students at the psycho-educational school had minimal knowledge about careers. In this writer's analysis a lack of career education directly correlated with their lack of knowledge. If one observes closely the various environments the students come from, it is obvious many of the students had only minimal opportunities outside the school setting. It was felt that if the child was not exposed to careers at school, he would not explore the work world until he becomes an adult. Unfortunately that makes it much more difficult to do anything about.

In summary, it is extremely difficult educating E.H. students. Teachers face a never ending battle where the only reward is self satisfaction when students make small gains. The dilemna seems to be that of meeting the requirements of the I.E.P.'s and meeting the standards set forth by the state. Often career education is not included as new programming seems too difficult, especially with all the new pressures. However, if E.H. students can benefit from a career education program, it may be that students not only learn about interests in careers, but become more

motivated in the classroom as well.

Related Literature

Most of the literature and research on career education focuses on regular schools and students in the mainstream. There are some writers who have focused their writing on the special needs child. This supports the statement earlier that career education is fairly new to special needs students and hopefully it will continue to grow in future years. Despite the fact that there is not an abundance of information on career education as it relates to E.H. students, one can learn from literature that deals with the regular classrooms.

Career education is gradually becoming more widespread and the need is being identified. Gass (1983) states, "Schools are supposed to prepare one's future occupational role, but they operate in isolation from the actual world of work." He believes career education can enhance the educational endeavor and make school real to students.

Some strong statements concerning career education were made by Morse (1983) when he referred to the behaviorally disordered child. He says, "The prognosis of career education for behaviorally disordered students ranges from limited success to total life stabilization. The career path may lead to law school or to a sheltered workshop." He says that from a career education perspective the real solution is not always in trying to mainstream a child but possibly in offering career education alternatives which may lead to a productive lifestyle.

Caspo (1978) holds a similar view feeling career education may be the most important aspect in special needs curriculums. She says it is unfortunate that handicapped children are not offered courses or programs designed to help them prepare for the work world. She also feels there are often shortcomings in many of the occupational and vocational programs that are offered.

Career education for handicapped students can be costly and possibly ineffective unless those involved work together (Ellington, 1983). This includes not only school personnel but parents and the vocational community as well. Lack of understanding the needs of the exceptional child is often a problem. At the elementary and middle school level, guidance counselors are responsible for career development through offering materials and career activities which can be incorporated into the regular curriculum. The counselor works with the teacher to offer these materials and experiences.

Ellington says if a teacher wants to stimulate students' interest, increase the relevancy of education, and create more awareness of the work world, one should incorporate a career awareness program in the classroom. Not only does the student benefit, but it is rewarding for the teacher to observe the interest students take in career activities.

Henfield (1981) says that handicapped students need career education even more than regular students. He bases

that on the fact that handicapped people have more trouble convincing employers they can fulfill job responsibilities. If a student learns about a career while in school and is better prepared, employers are more likely to give that person an opportunity.

Regardless of what type of career program, when dealing with the E.H. student it is important to remember that there are several Federal and State laws that help protect them from discrimination (Vocational Program, Illinois University, 1981). The emotionally handicapped often find themselves in difficult situations because of their handicaps and it is helpful to know which laws they are protected by. The Vocational Program discusses the use of appropriate objectives on the child's I.E.P. This plan also helps protect against discrimination as mentioned earlier.

New York City has fairly good career education programming and is careful to include the minorities and the handicapped (1980). Its success is primarily felt to be a result of their starting small and working to meet the needs of all segments of the population. Programming begins in the elementary school but is broadened when students enter the middle school years.

There are differing opinions about when career education should begin. Brolin (1984) says it is helpful if students can be exposed to careers at an early age. Certain factors enter into determining when a child is ready but he also feels the child can begin benefitting from career

education during the elementary years.

One school district in California believes students from grades K-12 can benefit from a modern career education program (Monterey Peninsula Unified School District 1978). Their program was evaluated after one year of implementation and improvements were documented. Results showed that students broadened their interests, economic understanding and increased knowledge of various career choices.

Career education can be extremely helpful but needs to be carefully planned. When persons responsible for designing career education programs are not employees of the school, public relations becomes very important. According to a group at East Texas State University (1979), it is felt that in order for a program to succeed, a favorable attitude among administrators, counselors, and faculty needs to be established by keeping everyone informed about the activities of the program. It is cautioned that counselors can get negative feelings if they believe the teacher is taking over the responsibilities which rightfully belong to them. Efforts should be made to work closely with counselors and administrators to gain their support and confidence.

In summary, it is quite evident from the literature that career education can be a meaningful part of any student's life. For the E.H. student it can be particularly important, not only increasing motivation but improving the

self concept as well (Phipps, 1983). For the program to be successful it must be carefully planned and closely monitored throughout its implementation.

Chapter III

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals

The goals of this practicum were to start a structured career education program at the school. Through implementation of the program, the students began to understand the correlation between the educational experience and their future endeavors into the work setting.

Terminal Performance Objectives

The following specific objectives were projected in an effort to achieve the goals of this practicum.

1. All middle school students at the school will have at least ten opportunities to be involved in career education or some career awareness project to increase knowledge about the work world.

2. At least eight (8) of the twelve (12) middle school students will increase their motivation toward school as evidenced by a pre/post implementation questionnaire designed to measure motivation (Appendix C). Fifty percent (50%) more positive answers on the post test will be considered increased motivation.

3. Each student will begin thinking about a career he/she might want to pursue as evidenced by completing a paper entitled "My Career Choice." (An outline will be developed for this paper). This objective will be achieved if the student satisfactorily answers all aspects of the outline.

4. Teachers' awareness of career education will increase as evidenced by their involvement and an interview at the end of implementation. They will be asked to answer questions (on a point scale) relating to their current knowledge of career education. This will be compared to the interview that was conducted with the teachers prior to implementation.

5. On each student's Individualized Education Plan for the 1988-89 school year, at least one objective will address the need for career education.

To briefly summarize the objectives, the figure below categorizes the proposed results, the tools used to measure the results, and what standard must be met to consider the objective accomplished.

	END RESULT	EVALUATION TOOL	STANDARD OF ACHIEVEMENT
1.	Increased Career Awareness	Participation Checklist (Appendix A) and Post Field Trip Questionnaire (Appendix B)	The student will have an opportunity to participate in at least ten career activities and satisfactorily answer at least 75% of the Post Field Trip Questionnaire.
2.	Increased Motivation toward school	Motivation Questionnaire/ Pre/Post (Appendix C)	There will be at least 50% more positive answers on the post questionnaire and compared to the pre questionnaire.

3.	Each student will have an idea about the career he/she is most interested in	Assignment: "My Career Choice" (Appendix D) (Outline to be designed)	The students will be able to name an occupation that interests them most and discuss various aspects of that field, such as education needed, salary range, etc.
4.	Increased Career Education Awareness among teachers	Interview and Questionnaire at the end of implementation (Appendix E)	The questionnaire will have a point scale from 1-10. There will be a positive response at least 75% of the time, demonstrating increased teacher awareness.
5.	Recognition of how career education can assist in developing I.E.P.s	1988-89 school year I.E.P.s (developed in May, 1988)	At least one objective will pertain to career education.

Description of Evaluation Instruments

To obtain information measuring success of this practicum, the following evaluation instruments were used:

1. The Student Participation Checklist (Appendix A) is a form which simply documented the field trips attended, the materials utilized, and the business which "adopted" the student. This list made it simple to review which careers each student was exposed to.

2. The Motivation Questionnaire was given before implementation began and then again after it ended. The questionnaire will be administered to all the students involved in a group setting. Each question was explained in

detail to assure understanding. The first three questions were designed to be simple so that the students understood and rated their motivation on each issue. The fourth question allowed the student some room for an open-minded answer.

3. The assignment "My Career Choice" (Appendix D) was also administered in a group setting. This instrument was designed to demonstrate that through the career education program a student has begun to explore ideas about a career he or she might be interested in. The task was not designed to have students make a career choice at the middle school age. The outline had a student choose an occupation he is most interested in at that particular time. He was asked to discuss topics such as job duties, education requirements, salary range, benefits, work setting, and other related issues.

4. The Teacher's Questionnaire (Post Implementation) (Appendix E) was designed to document increased awareness among the teachers concerning career education. It was similar to questions asked during pre-implementation interviews used to document the problem. The major difference was that the questions were asked on a point scale. One of the questions was left open-ended to allow the teacher a chance to elaborate on her opinion about the career education program. It addressed how the program has increased the teacher's awareness about career education.

5. This was a sample copy of an I.E.P. form (Appendix F).

Chapter IV

Solution Strategy

Discussion of Solutions

Some of the literature focuses on the value of career education in the schools. After an indepth review, the writer became aware that the majority of the literature focused its efforts on specific solutions and ways the problem has been solved by others. The following few pages offer examples and recommendations made by other writers.

Sparks (1982) from the Kentucky State Department of Education gives some specific suggestions for career education with the emotionally handicapped child. She suggests approaches to work at different rates. As other articles to be mentioned later suggest, Sparks says field trips, worker interviews, and spending a day on the job are important to the acclimation of handicapped students to the world of work.

In relation to those suggestions a project started in Oregon by Hoyt (1976) promotes active participation in the workplace. Hoyt, along with other business leaders in the community, became concerned about what they regarded as a lack of understanding on the part of students regarding the free enterprise system in which we operate. As a result they formed the Institute for Public Affairs Relations (IPAR). This was aimed at identifying businesses and industry people who would go into schools and interact with the students. They now operate a central clearinghouse of

community resources for career education in the Portland area. It is today a very well organized and effective organization.

Squires (1983) described how a career day designed by college students has been shown to be effective with handicapped students. Emotionally handicapped children can see first hand those still involved in the educational process and relate to how it has prepared them for the job market. This allows the handicapped student a chance to learn how career choices are made by various college students.

Cohen (1980) agrees that providing classroom speakers can be highly beneficial for handicapped students. One of the main emphases is to provide role models for the student to allow him to see others who have similar disabilities succeed in various occupations. This project also describes how to organize the planned speech to allow for learning and motivation for the students. It also offers guidelines for the speaker which would be especially helpful for the speaker who may be unfamiliar with the population to whom he is speaking.

The Bureau of Elementary and Secondary Education (1976) in Washington, D.C., has discovered field trips greatly enhance career awareness and career choice. As the speakers bureau allows the student to talk with those in the work force, a visit to a facility allows the student to see first

hand what is involved in a particular vocation. For example, many children state their wish to be a doctor when they grow up, but how many really get to see the many things that go on inside a hospital. They discover that not only are there doctors in the medical field, but nurses, various technicians, and numerous other employees.

Thayer described several models used in Massachusetts to enhance career development (1981). One of those discussed was in the Newton School District, an area near Boston. The program was designed to increase self confidence and assure success to a select group of ninth graders, to expose students to career areas of interest, to provide on-the-job experiences, and to promote decision making skills. The program serves twenty five ninth graders, five of whom are selected as models and twenty as students who have special needs. The program is implemented by exposing the students to career areas through speakers, visual materials, and field trips. After these activities have taken place the student is allowed to spend time at the job of his choice.

Another example Thayer offered was at the school district in Foxboro. Emphasis was placed on career awareness, educational awareness, economic awareness, and basic competencies. The program consists of an in-school career information center, group community and speaker resources, and a community shadow program in which students

spend time with individual employees and employers.

Some career education programs are very costly. Unfortunately not all school systems are prepared to spend much money on implementing a program. Usually administrators want to be assured of the benefits before putting money into a career plan. Many authors feel the beginning of a career education program does not have to be expensive. With a relatively small budget it is suggested that materials such as books, games, specifically designed tasks, and handouts can be purchased for minimal amounts of money. Audio-visual aids can usually be borrowed or rented from local libraries and businesses. Below are a few examples of materials suggested.

Miller has designed activity books to use materials and supplies normally available to most teachers (1986). In many cases the activities suggested go right along with lessons the teacher has already developed. The suggestions are not to take the place of but rather augment the teacher's own ideas. Each book is divided into three major domains: (1) Daily Living Skills, (2) Occupational Skills, and (3) Personal and Social Skills.

In Warren County in Bowling Green, Kentucky, the Consumer-Career Education Guide was developed to assist teachers of exceptional children (1978). It helped them implement consumer and career education into the present curriculum. The guide itself offers suggestions for

teachers of exceptional children. It allows teachers the option of using their own creativity and ingenuity in the implementation of the units.

This Warren County Program offers numerous units to explore. For example, one unit deals with Restaurant Management. Some of the objectives include: (a) Knowing where our food comes from; (b) How the food gets from the wholesaler to the restaurant itself; (c) Where the money you paid for the meal goes. It also covers topics such as the responsibilities of various workers. This goes over each employee, from the farmer who raises the products, to the cook who prepares the food.

Another excellent source for classroom activities was developed by Lamkin (1980). Over 150 career education activities are presented which, with a minimum of preparation time and the use of readily available or obtainable materials at little or no costs, can be used along with the regular curriculum. The activities are designed to give the teacher a wide variety of activities at the awareness, orientation, and exploration levels. The activities include games, films, and cassette tapes.

Teachers, counselors, and others involved in career education can also benefit from a publication developed by Petrone and Wilson (1980). This guide is very comprehensive. The publication serves as an information source to career education programs allowing schools to

obtain specific needed materials. One other article described materials that can be used in the classroom to enhance career education (1977). Again the materials are relatively inexpensive and usually can be easily incorporated into the curriculum. The materials are specifically designed for learning disabled students, however, several of them appear to be appropriate for the emotionally handicapped student.

Lamkin also discussed the great importance of using the Individualized Education Plan (IEP) in career education. The IEP is designed to be used as a management tool for each student who is identified as (a) handicapped and (b) requiring specially designed instruction. In career programs she has been involved in, the author says career education may be used as one means of achieving annual goals. She lists specific curriculum areas and describes how goals and objectives can be used to meet them. For example:

Curriculum Area: Mathematics

Annual Goal: Sue will increase her arithmetic skills in the area of measurement.

Short Term Objective: Responding to a series of directions, Sue will measure nine out of ten objects correctly, using the concepts of inch, foot, and yard.

Career Education Activity: Bring in the following materials to play a measurement game with the class: a board, a length of cloth, three or four small potted plants, etc. . . Using these materials Sue would be expected to meet the

objectives and annual goals by following the teacher's simple suggestions.

The intent of these activities is to demonstrate the feasibility of facilitating the achievement of a given objective by the use of instructional activities that contain a career education focus.

Having speakers, making visits, and other practical experiences are invaluable to the emotionally handicapped student. Undoubtedly these experiences leave the student with numerous questions long after the experience is over. It is extremely helpful for the teacher to be equipped with materials to help answer the often difficult questions.

Often emotionally handicapped students have difficulty with employers stereotyping them and need suggestions on how not only to avoid being stereotyped, but educating employers as well (1980). Teachers can learn the important lessons to teach emotionally handicapped students to sell their abilities and not their disabilities.

Description of Possible Alternative Solutions

Taking the suggestions offered in the literature search, and the opinions of the school personnel, the following general items were proposed to address the problems mentioned earlier in the proposal:

1. As described in the literature search, the students are most likely to benefit from field trips to selected facilities to observe first hand various occupations. It is

felt this will work because most of these students have short attention spans, however, when involved in activities their attention increases according to the teachers working with them.

2. Visual aids are also attractive to these students according to the teachers. Specifically, films usually capture their attention and have stimulated a lot of discussion.

3. A weekly prepared lesson on specific career education topics has been effective in many schools. These lessons not only cover specific career choices but teach students about such topics as interviews, educational requirements, and salary ranges. Examples of teacher aids were included in the literature review.

4. Another effective strategy to increase career awareness is to incorporate a speakers bureau. This is done by having representatives from different occupations come to the school and talk about their specific field of work. The literature review discussed the benefit of the involvement of speakers.

5. A very personal method that can be used is to have employers "adopt" a child for a few days in an effort to let him individually experience the work setting. This allows the student "hands on" experience.

DESCRIPTION OF SELECTED SOLUTION

The solution to the lack of career education at the school was carefully designed, not only to be interesting, but to increase motivation in school and the occupational world. Specifically, the program consisted on blending suggestions from others and utilizing some original ideas as well. The methods and strategies used were designed to meet the teacher's needs and accommodate her specific academic plans.

Many school districts use field trips as an educational experience. Not only is it enjoyable but students gain valuable information as well. As described in the literature, students are most likely to benefit from field trips to selected facilities to observe firsthand various occupations. This writer felt field trips would be particularly helpful for the students in the school which is the subject of this practicum. That feeling was based on several factors. First of all, students at the school generally have short attention spans. During field trips, the students become more involved and their attention increases.

Just as field trips increase attention spans of these emotionally handicapped students, so do visual aids. Teachers at the school agree that if they keep their students' attention to a task the student is capable of

learning just like others in the mainstream. Before implementation began, the teachers suggested visual aids be used in the career education program. The teachers admitted they used only minimal aids such as films simply because they lacked time to research the area to find quality visual aids.

Another solution selected was to have a speaker come to the school to talk to the students about his particular job. This is similar to a field trip except the student is not allowed the opportunity to see what the speaker does at work, and where he does it. The one advantage to a speaker coming to the school is that it lessens the chance of distractions that often occur in the workplace.

A unique opportunity for students is for them to be "adopted" by a business or employee of that business. This occurs when the child is actually taken into the workplace and allowed to spend time with an employee while he or she works. This personal experience gives the student close contact with what work is really like. It also allows the student an opportunity to discuss issues related to work and the responsibilities many students take for granted.

A final possible solution was for the teachers to prepare lessons on specific career education topics. The lessons not only cover specific career choices but teach students about such topics as interviews, educational requirements, and salary ranges. This strategy was not

recommended to use alone but in conjunction with solutions described previously.

Report of Action Taken

As mentioned, the solution used in the practicum involved the middle school student at the psycho-educational school. This included three classes and a total of twelve students. Due to the large amount of books, films, and other materials made available to the teachers, all will not be mentioned during this section. However, a list of the materials will be included in the appendices. (See Appendix G)

The solution strategy began with a meeting with the Educational Coordinator and the teachers. This meeting was designed to simply announce the beginning of the program and answer any questions related to the practicum process. This meeting was very upbeat and encouraging for this writer. Not only were the teachers willing to cooperate but they were also excited about the implementation of the career education program. The teachers also expressed their willingness to get involved to make sure the program was a success.

Two days later a meeting was held with the students and the teachers. The program had been talked about for a couple of months and the students seemed surprised to hear that implementation was to begin soon. In fact, the date of the first field trip and the location was announced at this

meeting. It was after this meeting that the previous few months of work and planning seemed to be paying off.

The following week the first field trip was taken to a local medical hospital. This was arranged through the hospital's public relations director. She was extremely cooperative and helpful. Before this trip and the following trips, this writer met with representatives from the sites to be visited to discuss the purpose of the trips. It seems that most field trips these representatives had previously been involved with were not much more than a simple tour of their respective facilities. During these meetings, the career education program was explained in detail. The trips were then designed to focus on career opportunities and all the details included in the various jobs available at each facility. These meetings proved to be invaluable as implementation progressed.

While at the hospital the students were allowed to tour various departments and talk with employees there. They were then brought back to a room where members of the emergency room team discussed their jobs with them. The special treat of the day was for one boy to actually have a cast placed on his arm as a demonstration. Another student had an EKG performed on him. Fortunately, these procedures were for demonstration only.

After students returned from the hospital, teachers discussed the trip with their classes and the Post Field

Trip Questionnaire was given. This was the usual process after each trip to follow as well.

Before the next field trip this writer met with the students and had them complete a Work Interest Inventory (See Appendix G, Janus Job Guide). This was done to give an idea as to other field trips that would be of interest to the students.

As mentioned, various materials were available to students during the implementation process. A film or film strip closely related to each field trip was shown during the week of that trip. Again, the reader is asked to refer to Appendix F for a full list of materials made available.

The next field trip was to an aluminum manufacturing corporation. This was a very exciting experience and one not many youngsters get the opportunity to participate in. Again, the representative for this company was extremely helpful. Some of the student came on this trip with a negative attitude but soon brightened after entering the plant. During the first thirty minutes of the trip a film depicting the overall operation of the facility was shown. Then the students were given hard hats and eye protectors before going into the work areas. Students were allowed to talk with various employees who were willing to discuss every aspect of their jobs from job description to salary. This trip was completed after a question and answer period and each student was given a sample of aluminum to take with

them. This visit was so intriguing, most students did not realize it was an hour past their lunch time when they returned to school.

The students particularly enjoyed the next trip to a fast food chain store. It was particularly enjoyable because they were treated to hamburgers and soft drinks at the conclusion. The success of this trip can be attributed to the manager of this particular store. He had previously worked on the children's unit in a psychiatric hospital and it was obvious he knew how to relate to emotionally handicapped children and stressed the fact he only hires people who have graduated from high school or those who are still in school. The trip seemed particularly effective as students continually talked about the trip.

The reader of this practicum needs to keep in mind that in between field trips other career education activities are going on. In fact, before the next trip the film "Aircraft Maintenance" was shown which helped prepare the students for that trip. Teachers were also utilizing other materials to enhance their lessons and were giving particular interest to workers' attitudes and how they affect job performances.

Several students had expressed an interest in working at an airport, and, consequently, a trip was scheduled to the local airport. Again, the various jobs available were discussed with particular emphasis on education needed for each job. The airport representative spent most of the time

discussing jobs these emotionally handicapped students are more than likely suited for. That is not to say an emotionally handicapped student could not become a pilot; however, it is more realistic to focus on jobs requiring less education. During the trip, students were taken on two of the major airlines' planes and flight attendants described the jobs of people who actually work on the plane. Needless to say, the airport trip produced a lot of discussion when the students returned to the school.

Before the next field trip this writer, along with a teacher from the school, started talking with businesses to set up the "adoptions". A representative from the local Exchange Club expressed interest in members of his group taking on this as one of their projects. The Exchange Club is formed by men from various backgrounds and occupations, therefore, it seemed perfect. The club's representative was to give a list of the men who were to participate and their job titles. That way, the students could be matched with someone in a position they were most interested in. A date was set for the adoptions to take place toward the end of the implementation period.

At this point, the program seemed to be progressing even better than planned. The students were not only participating but seemed to be enjoying the project and most importantly learning. The teachers were active during the implementation and were using the numerous materials made available.

The first disappointment occurred when a trip to the local police station had to be cancelled due to the fact that the officer in charge had a prior commitment. Fortunately, one of the police officers was willing to come to the school and speak about his job and other opportunities in the field of law enforcement. He had a captive audience that was full of questions. It seems the students had ideas that policemen were like the cops they see on television who go around chasing bad guys and shooting them when they catch them. The officer did an excellent job of describing his job and talking about the public service work he does. The students were especially surprised when he told them he had never shot his gun in the line of duty during his seventeen years as an officer.

After the officer left more questions were asked and a film on law enforcement was shown (See Appendix G, Criminal Justice Careers). Again, other supporting materials were offered to the students in the following weeks.

The next field trip was undoubtedly the most planned of all by the business involved. It took place at a grocery store which is a member of a large chain in the south. The public relations director had gotten together with the store manager to plan a two hour program that included many employees of that store and virtually every department. They did role plays that included interviews for jobs. For example, the manager interviewed two girls for a cashier's

job. The first girl made a lot of demands such as the hours she wanted to work, her salary, and breaks she needed to take. The second girl expressed how much she needed the job and her willingness to cooperate with the manager's decisions. After these "mock" interviews, the students were asked which applicant they would hire and why. Employers put on skits in each department to show what their job entailed. After the skits and interviews the manager talked with the students about the importance of school and how it related to work in a grocery store. He also stressed the fact that he hires people who are either in school or have completed their high school education. At the end of the program the manager did a taste test using the two leading cola drinks to see if the students could identify one from the other. On the bus ride back to the school it was evident from the discussion the children had learned a lot. Perhaps most important, they heard loud and clear that an employer weighs heavily on one's education when looking to hire someone.

Two days before the students were to be adoped for a day by members of the Exchange Club, the representative called me to say they would need to reschedule. This was disappointing for the students but a new date was set for the following week. Unfortunately, it was again cancelled and the club decided they would not be able to participate as planned. The cancellation was a real blow to the project as the adoptions were seen as a vital part of the plan. The

end of implementation was drawing near and we faced eliminating this part of the project. With a lot of effort and quick thinking from all those involved, several businesses and individuals were contacted to survey interests in adopting a student for a day. Fortunately, we received a good response and a date was scheduled during the last week of implementation.

Another field trip which was cancelled previously was to the newspaper company. This trip was rescheduled and hesitantly, this writer took the students without the assistance of other school personnel. The students were well behaved and learned a lot about the process of publishing a newspaper. The representative did not talk much about career opportunities; however, the students asked several questions at the end of the tour in reference to employment. It was encouraging to hear because it demonstrated the students were not only becoming aware but were interested in learning about careers.

The reader of this practicum should again remember that materials were constantly being presented to the students. An example is the file which was shown during the week of the trip to the newspaper company. The students were given opportunities to discuss careers and they continued to complete the Post Field Trip Questionnaire.

The next field trip was to a hotel which is a member of a large national chain. The students were not only given a

tour of the hotel but were allowed to ask employees questions about their jobs. It was apparent at this point the students continued to learn about careers because their questions were becoming more sophisticated. It was also helpful for the students to view the film "Opportunities in the Hotel/Motel Business" (See Appendix G) before they took this trip.

The following week, the day had finally arrived when the students were adopted by businesses. Though each student did not get to go to the exact business of their choice, it did prove to be a learning experience. Some of the businesses enjoyed most included a private psychiatric hospital, the security division of a local military college, and the local Department of Recreation. Students were given the opportunity to discuss their visits and share their experience with the others.

It was good to hear those from the participating businesses, who stated they were surprised at the knowledge their respective student(s) possessed. Many of them expressed an interest in participating in the program again next year.

Before the final field trip was taken, the students were interviewed and they completed the paper "My Career Choice" (Appendix D). It would have been ideal to have done this after the last field trip; however, due to time constraints it needed to be completed early.

The final field trip was taken during the last week of implementation. This trip was to a small sporting goods store. Initially, there seemed to be more interest placed on items in the store but finally, attention was turned to the store manager. He explained the inside workings of the store and what is required of an employee there. He stressed the importance of education and said he often hires people who are still in school to help him run the store.

This completed the implementation of the career education program at the psycho-educational school, with the exception of a post interview with the teachers (Appendix E).

Chapter V

Results, Conclusions and Recommendations

Results

As discussed in Chapter III, there were five specific objectives projected to achieve the goals of the practicum. Following is a discussion of each objective and an analysis of their success or failure.

Objective one was basic in that it was simply designed to monitor a student's participation to increase career awareness. As mentioned earlier, twelve students started out in this program. It should be noted that two of these students were mainstreamed into a regular school, therefore, were not at the psycho-educational school at the end of implementation. Despite that fact, all the students involved participated in at least ten career activities.

The first objective was also measured by completing the Post Field Trip Questionnaire. The questions on this form were designed to get a general idea of each student's attentiveness and retention after the field trips. The results were often surprising and almost always encouraging. It should be noted that there were a few occasions when a student refused to complete the quiz. This is not considered significant due to this being a rarity and the fact that emotionally handicapped students can often be defiant or oppositional.

As objective one was designed to increase awareness about careers, objective two was designed to measure the increase in motivation toward school. This was measured by using a pre/post motivation questionnaire (Appendix C). Table 1 summarizes the results of the questionnaire.

Table 1. Motivation Questionnaire

Student	Question Number	1	2	3
1		a	a	a
2		b	a	a
3		a	a	a
4		a	a	a
5		a	a	a
6		a	a	a
7		b	b	b
8		b	a	a
9		a	a	a
10	Did not complete post test.			
11	Did not complete post test.			
12	Did not complete post test.			

a - increase b - decrease c - no change

As to question four, "Would you continue attending school or quit and start working" if given the choice, all the students except one said they would continue school. The one student who stated he would quit school answered all other questions negatively as well.

The third objective was designed to document each student's interest in a particular career. This was done by having them complete a paper entitled "My Career Choice" (Appendix D). This objective was successfully met in that each student adequately completed this paper. It should be noted that some students did a better job than others but all the papers were satisfactory.

It was interesting to note the changes in their attitudes as compared to pre-implementation discussions. Not only were the students more specific about what career they wanted to pursue, but knew many details about that particular job. For example, one student stated he wanted to work at the fast food store. His goals were realistic in that he wanted to be in management but realized he would have to start at the bottom and work his way up. He seemed to understand the educational requirements and the demands of the job. Most all the students chose careers in which the field trips were taken; however, others chose jobs that were not. It was clear that the others received information on their selected careers from the literature provided.

Probably the most surprising aspect of the papers was

the fact that most students completed the task independently. After the assignment was initially discussed and questions answered, the students seemed not only eager to complete the paper but interested as well.

The fourth objective dealing with teachers' responses to the program was at least partially fulfilled. The first question asked if the materials made available were useful. The average response was that 76.6 percent of the material was useful.

The second question for this objective simply asked if the teachers felt the career education program was helpful to their students. The response was overwhelmingly positive with an average score of 93.3, which falls in the range of "Tremendously Beneficial".

The third question on the teachers' questionnaire asked if they felt they could incorporate a career education program into their curriculum next year. The average response given was 73.3 percent, which falls close to the "Probably Could" range. Further discussions with the teachers revealed their hesitancy was a result of their not knowing how to obtain the materials and make the contacts with the businesses. Their final conclusion seemed more positive when told the materials could be made available.

The fourth question, for the fourth objective, asked if the teachers felt their students displayed more motivation in school during the implementation as compared to before.

Again, the average response to this question was 73.3, which fell into the "More Motivated" range. The teachers felt this rating is probably more significant than it sounds. Their belief was based on the fact that the emotionally handicapped student is so difficult to motivate. Therefore, any motivation at all is considered highly significant.

The final question on the teachers' questionnaire asked the teachers how they would rate the overall success of the career education program. This was given a 93.3 rating, which falls closest to the "Extremely Successful" range.

The teachers' questionnaire also allowed the teachers a chance to make comments or suggestions concerning the program. Some of these comments/suggestions will be included in the "Conclusions" section of this chapter. In general, the comments were extremely positive and the primary suggestion was to make the project information available so the program can be continued next year.

The fifth objective was achieved 100 percent. Virtually every student involved in the career education program had at least one objective on their 1988-89 I.E.P. pertaining to career education. Some of the objectives used are listed below.

1. State basic skills that prepare a student for a life of work.
2. State advantages and disadvantages of various working roles.

3. Use the decision making process to study and select appropriate career choices.
4. State his or her tentative educational plans in order to arrive at his/her vocational goal.
5. Explain some workers produce goals while others produce services.

Conclusions

The evidence presented in the previous sections acknowledged the first objective was met. The reader should note that even though this is a very simplistic goal it is not that easy for the emotionally handicapped student. It is not uncommon for an emotionally handicapped student to miss a lot of opportunities due to inappropriate behavior. Though there were activities missed by some students, they all participated in at least ten. These activities included the field trips, adoptions, and literature.

The reader should also note that these students rarely participated in any career activities, thus any exposure to careers was more than they had before. Also mentioned in the previous section was the fact the students were willing and able to complete the Post Field Trip Questionnaires. This writer was reminded that before implementation the students had trouble even naming a career they were interested in. Then, after the trips most all of them came back and could not only write about a career but could name specifics such as education needed, salary, and benefits.

Motivation comes from the word motive and is defined by Websters Dictionary as "Something, as a reason or desire, acting as a spur to action, causing or capable of causing motion." Anyone who has worked with emotionally handicapped children knows how difficult it is to spur them to action.

This is especially true if the task is something they do not find interesting. The students at the psycho-educational school have traditionally had extreme difficulty in the school setting, and it is accurate to say they are rarely motivated to participate or perform at school. Table 1 in the previous section shows there were 81.5 percent more positive answers on the post questionnaire as compared to the pre-questionnaire. This is a significant improvement and documents that objective two was met.

Also mentioned in the previous section was the fact that objective three was met by each student completing the "My Career Choice" paper. The writer felt that the paper needs to be "graded" to prove the objective was met as long as the students satisfactorily addressed each topic on the outline. Those involved were looking for thought and effort put into the task by each student, and it was believed that was accomplished.

Though it was apparent the students had become motivated to some degree, it is important for their interest to be continued. As in-depth and detailed as the practicum was, the gains could be lost unless those involved attempt to continue the motivation which surfaced in these students.

As mentioned in the previous section, objectives four and five were met substantially. These objectives are mentioned together because both are in relation to the teachers. The teachers involved were overwhelmingly in

support of the program and even more so after seeing the changes in the students.

The inclusion of career objectives in each student's I.E.P. is significant because these plans are made by a team of individuals involved with the child. Typically, those involved in the planning include the teacher, parents, psychologist, family therapist and anybody else closely associated with the student. It should not be overlooked that the student is involved in the planning as well.

In conclusion, this practicum is seen as an overwhelming success by this writer, the educational coordinator, the teachers, the aides, and all the others involved. What started out as an idea became a possibility, and finally a reality. There have been numerous requests to continue this program into the next school year and this writer believes that can happen if the staff is willing to work together. This writer plans to give a copy of this practicum along with donating more time to see this as an ongoing project.

Looking back, the purpose of this practicum was to offer a career education program to increase awareness and motivation toward school. Though that task may never be completed, the school involved in this practicum is well on its way to accomplishing this goal.

Finally, as the psycho-educational school attempts to add high school grades next year, it has been proposed that

the format of this practicum be used to present a career program for older students. It is felt the plan presented here could be adapated to older students as well. This career education program has started the process of getting students interested in choosing a career and working toward achieving their goals in the world of careers.

Recommendations

The most important recommendation as seen by this writer is that the career education program be continued into next year and beyond. The plan is actually simple but needs constant attention from someone who is willing to coordinate it. The surface has only been scratched as far as materials available and possibilities of field trips. Another suggestion is to allow the children an opportunity to help in the planning. If plans are made without them, often things are included they are not interested in and participation is minimal. The last recommendation is to remember that emotionally handicapped students are often difficult. When plans for a career program appear to be failing, do not give up and usually interest will increase. At the same time remember that emotionally handicapped students can be equally responsive as regular students and they often possess tremendous potential.

As mentioned, a program of this type can be used with all age groups. It is hoped that career education continues to grow not only in this psycho-educational school but throughout the school district. After all, what purpose is this in school if it does not help us in the occupational world.

Dissemination

The results of this practicum will be shared in three ways. The first way is by submitting a copy to the psycho-educational school. In addition, this writer has volunteered to help the school in future endeavors to implement the career program.

Secondly, an abstract of the report will be given to Cluster 20 members. This writer plans to keep an extra copy of the report and will make it available to interested persons.

Finally, others in the school district are aware of the program and have become interested for their future use. They will also be notified of the availability of the report.

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Appendix A

Participation Checklist

Participation Checklist

Student Name:

Field Trips Attended:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Films and Other Materials Used:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Name of "Adoption" Business:
1.

Date and Hours Spent at the Business:
1.
2.

Appendix B

Post Field Trip Quiz

Post Field Trip Quiz
(Should be administered no more than two (2) school days after the field trip)

1. What was the name of the place you visited?

2. Name at least one employee's job title and briefly describe what he or she does at work.

3. At the place you visited, which job interested you the most? How much education is needed to be hired for that position?

4. What is the appropriate salary for the position you liked? (How much money do they make?) You can answer by telling how much is made by the hour, day, month, or year.

5. Do you think you would like to work at the place you visited? Briefly tell why or why not.

Appendix C

Motivation Questionnaire

Motivation Questionnaire

1. On a scale of 1 - 10 (with 1 representing a strong dislike and 10 strongly enjoying): What is your feeling about school?

1	2	3	4	5	6	7	8	9	10
strong dislike		dislike		"okay"		like		strongly like	

2. On a scale of 1 - 10 (with 1 representing "no effort" and 10 representing "strong effort"): How much effort do you put forth at school?

1	2	3	4	5	6	7	8	9	10
no effort		little effort			some effort			strong effort	

3. On a scale of 1 - 10, how much do you think your education will help you when you are out of school and start working?

1	2	3	4	5	6	7	8	9	10
will not help		help very little			will help some			will be very important	

4. If given the choice, would you continue attending school or quit and start working? Explain.

Appendix D

My Career Choice
Outline

(To be designed and approved before utilized)

Appendix D

"My Career Choice"

The following outline is to be used to complete a paper about the job you are most interested in at this time. Of course, you may change your mind as you get older, but write about what you think you want to do. As you write, try to cover all the areas listed in the following outline. If there are other points not listed in the outline, feel free to include anything that helps explain the job of your choice.

I. The Job Title

A. What does the person do at this job?

1. Responsibilities/Describe the job.
2. Does he/she work with others or alone?
3. Is the work inside or outside?
4. What are the work hours?

B. Benefits

1. Salary
2. Opportunity for advancement
3. Insurance (if known)
4. When is the person eligible for retirement?

C. In general, why do you think you will like this job?

Appendix E

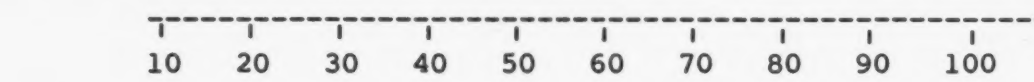
Teacher's Questionnaire
(Post Implementation)

(to be designed and approved before utilized)

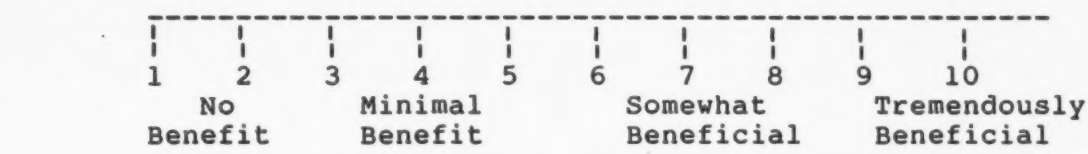
Appendix E

Teachers' Questionnaire

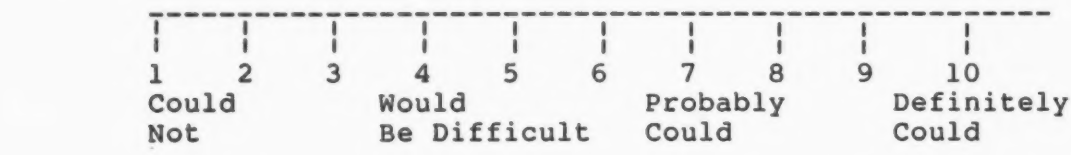
1. Of the materials made available to you, what percentage did you find useful?



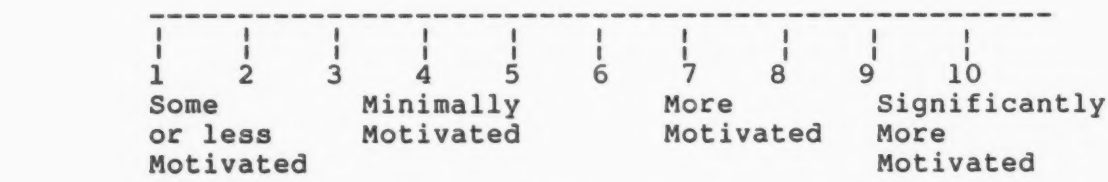
2. Now that the implementation of the career education program has been completed, do you think it was helpful to your students? Rate the benefits on a scale from 1 - 10.



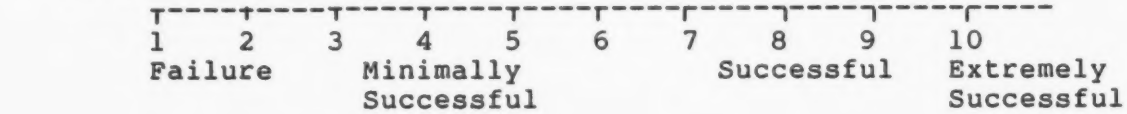
3. Using the materials that were given to you during implementation and using other resources offered, do you think you could incorporate the career education program to next year's class?



4. In your opinion, do you feel your students display more motivation in school during the implementation as compared to before?



5. How would you rate the overall success of the career education program?



6. Comments/Suggestions

Appendix F

Individualized Education Plan
(Sample Copy)

Parent Initial_____

INDIVIDUAL EDUCATIONAL PLAN
1988 to 1989
(Page__)

Student's Name_____ DOB_____ ID#_____ Person Responsible_____

Annual Goal (Area Pre Voc. Hd. CP.): To prepare students for the World of Work through Voc. Exploration

Objectives	Begin	End	Materials and/or Methods	Evaluation	
				Agent/Criteria	Results
SAFETY: The learner will begin to understand safe attitude and procedures when working with power equipment, hand tools and material handling.	8/27/88	6/8/89	Text, filmstrips, lecture, fieldtrips, demonstrations	Observation practical test written/oral test, 70% min.	
WOODWORKING: The learner will begin to understand common sawing, drilling, clamping, finishing, and joinery techniques common in woodworking industry.	8/27/88	6/8/89	Text, filmstrips, lecture, fieldtrips, demonstrations	Observation practical test written/oral test, 70% min.	
BUILIDNG AND LAWN MAINTENANCE: The learner will begin to understand common lawn and shrubbery maintenance techniques. The learner will demonstrate proper building and equipment maintenance techniques.	8/27/88	6/8/89	Text, filmstrips, lecture, fieldtrips, demonstrations	Observation practical test written/oral test, 70% min.	

Annual Goal (Area Pre Voc. Hd. CP.): To begin students for the World of Work through Voc. Exploration

Objectives	Begin	End	Materials and/or Methods	Evaluation	
				Agent/Criteria	Results
BENCH METAL WORK: The learner will begin to understand proper filing, boring, bending, and heating applications common with metal work.	11/3/88	6/8/89	Text, filmstrips, lecture, fieldtrips, demonstrations	Observation practical test written/oral test, 70% min.	
ELECTRICITY: The learner will begin to understand common wiring procedures involving two and three way switches, receptacles, plugs, and splices for 110/220 circuits.	1/26/88	6/8/89	Text, filmstrips, lecture, fieldtrips, demonstrations	Observation practical test written/oral test, 70% min.	
WORLD OF WORK: The learner will identify job seeking skills such as: applications, interviews, personal appearance, and locating potential employment.	4/5/88	6/8/89	Text, filmstrips, lecture, fieldtrips, demonstrations	Observation practical test written/oral test, 70% min.	Copies: White-Voc. Office File Yellow-Voc. Teacher File Pink-Spec. Ed. File Goldenrod-Parent

Revised 11/80

Appendix G

List of Materials Made Available During Implementation

Appendix G

(A partial) List of Materials Made Available During Implementation

1) Centron, M., Jobs of the Future, McGraw Hill, New York 1984 - this book was a guide to the 500 best jobs for the next 20 years.

2) Guidance Associates, Communications Park, New York, 1977 - this was a series of films that were designed to examine career stages most people can anticipate with documentary interviews demonstrating decision making skills at different stages of career development. These films included

   a) Job hunting in the 1980's
   b) Competency Skills: How to Write a Resume
   c) Career Choice a Lifelong Process
   d) Business and Office Careers
   e) Decision Making Skills
   f) Marketing and Distribution

3) Herbert, M., VGM Career Horizons, Lincolnwood, Illinois, 1987 - this was a series of books describing in detail various careers. The names of the books are listed below.

   Opportunities in ....

   a) .... Sports and Athletics
   b) .... Hotel and Motel Careers
   c) .... Word Processing
   d) .... Beauty Culture

e) .... Paralegal Careers

f) .... Refrigeration and Air Conditioning

4) Herr, E., Career Core Competencies, McGraw Hill, New York, 1987 - this was a series of text/workbooks, filmstrips, and cassettes dealing with the topics listed below.

a) Schools and Careers

b) Knowing Yourself

c) Working at Human Relations

d) Getting the Job

e) Growing on the Job

5) Janus Publishing Company, Hayward, California, 1981 - this was a series of career related books by various writers as listed below - also offered workbooks.

a) Time Cards and Paychecks - K. Rand

b) Janus Job Planner - W. Jew, R. Tony

c) Job Application Language - J. Richey

d) Job Interview Guide - A. Livingstone

e) Credit Language - J. Richey

6) Meridian Educational Corporation, Career Choice and Job Search, Bloomington, Indiana, 1986
- this is a series of filmstrips and tapes on health careers, food service, business careers and the creative arts. It also made suggestions on how to choose a career.

7) Moore, G., Work Attitudes: Opportunities for 1988, Learning, Inc., Career Aids Division, Chatsworth, California

- series of workbooks covering topics such as attendance, work habits, manners, budgets and safety.

8) Powell, C., Perspectives on the World of Work, Career Communications, Bloomington, Indiana, 1983

- series of filmstrips and cassettes.

9) Schloss, P., Career - Vocational Education for Handicapped Youth. Aspen Publishing Company, Rockville, Maryland, 1982

10) Singer, M., Careers and Values, Understanding the Choices, Sunburst Communications, Inc., Pleasantville, New York, 1982

- this series of books, filmstrips and tapes discussed the importance of making the right career choice.

11) Thypin, M., Pacemaker Vocational Readers, David S. Lake Publishers, Belmont, California, 1976

- these unique books were designed for the junior high school and high school students who have reading disabilities from mental or emotional impairment. Although they have handicaps, the book shows how this population can work successfully.

12) Trident Technical College, Charleston, South Carolina

- the counseling center allowed the psycho-educational school use of their library of films, videos, books and tapes. A partial list is shown below.

a) aircraft maintenance

b) automotive mechanics

c) associated degree nurse

d) autobody repair

e) building construction

f) diesel mechanic

g) engineering - electrical

h) engineering - civil

i) engineering - mechanical

j) air conditioning and refrigeration

k) criminal justice

l) industrial electrician

m) respiratory therapy

n) welding

o) secretarial science

- In addition, the college furnished pamphlets on these topics for each student. These pamphlets described the job in detail, including earnings, education needed, personal requirements and employment opportunities.

In addition to the materials listed above, the main school district office allowed the school to use various materials including those listed below.